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ABSTRACT

Three components of a conference are reviewed to explore how teaching and learning about Eastern Europe might contribute to European Studies in British secondary schools. A series of lectures provided information about contemporary East European societies and broke down preconceptions of Eastern Europe as a monolithic block. Workshop sessions enabled groups of participants with common teaching interests to construct their own outline syllabi and units of course work. In these sessions, participants stressed a need to avoid generalizations about life and work in Eastern Europe, and suggested themes such as "the peasant" by which comparisons could be made across various states. Sample studies were also seen to be instructive. A plenary session allowed working groups to report on the units they had designed. There was agreement on ideas of integrating knowledge and experience of teachers and learners, and disagreement on the use of "topic" approaches and "general sweeps" of information. A workshop objectives section provides five sample units, including course framework, use of resource materials, and student activities. (AV)

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EASTERN EUROPEAN STUDIES IN THE SECONDARY SCHOOL CURRICULUM

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Report of the Proceedings of a Conference organised by the

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**Edited by Francis Lawrence, M.A.
Schools Programme Organiser.**

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PREFACE

David Burrell
Staff Tutor In-Service Education
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The limitations of conferences as a mode of in-service education are becoming more and more obvious. However interesting they turn out to be, it is often difficult for participants to incorporate in their teaching the ideas and materials encountered. Since the ideas are necessarily at a high level of generalisation, it is usually difficult to institutionalize them in the particular situation in which one works.

But if these limitations are accepted, it remains true that conferences still have an important part to play in in-service education programmes. They can provide essential stimulus and introduction to new ideas, and they also enable teachers with common interests to meet together to exchange views, experience and expertise.

The conferences arranged by the Centre for Contemporary European Studies fall very much into this category. Not only do they enable teachers to meet and listen to speakers with particular but relevant interests and knowledge, but they create an environment in which small groups can begin to work together on common curricula problems, to examine available materials, and to create some of their own teaching materials. What they are able to generate in the short time available should not be regarded as a finished product ready for use in the classroom, but rather as the start of a process which needs to be carried further at the school level.

This particular conference is a good example of these ideas in operation. It brought together a wide range of teachers from a variety of institutions and focussed their attention on Eastern Europe. This is both necessary and valuable at a time when European Studies seem to be in danger of becoming associated in many people's minds with Western European or E.E.C. Studies. The Centre has provided an important service in highlighting, by means of this conference and the subsequent paper, the problems and possibilities of teaching about Eastern Europe.

Frances Lawrence, Programme Organiser, Centre for Contemporary European Studies

INTRODUCTION

Today, the term "openness" is often used to describe the structure of educational institutions and curricula. Teachers and learners are breaking down old boundaries between school and the outside world, between subject areas and modes of experience. Through its continuous contacts with teachers and others in the educational system, the Schools Information Unit of the Centre has been made aware of how these trends affect courses of "European Studies" in secondary schools. Not only do teachers of distinct disciplines already cooperate in team planning, team teaching and resource collecting, but also many have already widened their conception of what a study of Europe might embrace. It is easier to describe these changes than to account for them. Explanations are often given in terms of making cultural comparisons, of exploring the problems and possibilities shared by all industrialised and industrialising societies, of making connections between all areas of knowledge and experience; these and other reasons often underlie the rationale for the types of course design which may start with an interdisciplinary local study and move out to studies of Western and Eastern Europe in a world setting.

As part of its regular programme of short courses for teachers, the Centre for Contemporary European Studies, supported by the University's School of Education, organised this conference to discover how teaching and learning about Eastern Europe might contribute to European Studies in the secondary school. The conference programme fell into three parts; a series of lectures to provide information about contemporary East European societies; workshop sessions to enable small groups of participants with common teaching interests, such as Sixth Form, ROSLA, CSE Mode 3 and Middle School, to construct their own outline syllabuses and units of course work; and a plenary session at which the working groups reported back on the course work units they had devised and on how they would be taught. This session was also the occasion for an exchange of opinions on wider educational issues.

The 41 participants included 25 teachers and resource librarians from secondary schools, colleges of education, polytechnics and universities, 1 representative from an East European Embassy, and 2 from publishers. There were 5 lecturers, 5 resource consultants, supported by the Unit's own resource librarian and staff, and a tutor from the School of Education. (See Appendix A for complete list of participants, and Appendix B for the complete conference programme). Participants had received preliminary reading materials and book lists in advance and some of these, together with additional information, are reproduced in Appendices D and E.

LECTURES

The general effect of the five lectures was to break down any preconceptions of Eastern Europe as a monolithic bloc.

In her background survey of Eastern Europe, Miss Beryl Williams

explained how differences in geography, history, language, religion and cultural patterns had shaped the contemporary situation of each state. Varieties of experience in politics, in war, of distinctive minority problems, of economic policies and social mores - all had left their distinct legacies. Generalisations about Communist ideology, the Cold War and so on must give way to a study of the unique experience of each state. Furthermore, to understand arguments between East European societies requires a recognition of these distinctions.

Mr. Charles Ransom's lecture on socialist societies today further illuminated these distinctions by reference to economic policies. He argued that although there appears to be a "given" formal political structure, national policy-makers use this structure differently; and even with a limited sphere for political manoeuvre, there is in Eastern Europe no single economic blueprint but a variety of responses to common problems such as growth, centralisation, consumer demand and expectation. The USSR often gives only indecisive leadership in economic affairs in the Eastern bloc and for each state these matters often become bound up with questions of national identity.

The next two lectures dealt in more depth with two Socialist societies. Miss Jane Hall's study of the G.D.R. explained how questions about survival, reconstruction and separate identity have produced unique solutions; problems such as pressures from East and West, Berlin, the labour shortage and educational problems are being solved within the wider priority of survival and continuance of East Germany. In her lecture on Poland today, Miss Ann Furey suggested how traditional attitudes about the Roman Catholic church, land tenure and family life, and frontier problems mingle with the contemporary needs of a modernising society. With a long history in the art of survival and adaptation, Poland, she argued, can accommodate apparent inconsistencies such as Party with Church membership, state with private enterprise, and political orthodoxy with dissent.

The final lecture on the position of the writer in the Soviet Union, given by Mr. Colin Bearne, focussed on the interaction of political ideology and the arts. He explored the concept of Socialist Realism in its more recent cultural and historic perspective. The obligation upon the Soviet writer to serve society may be explained by pre and post-revolutionary literary and political traditions. Critics of Soviet letters need to take account of these conventions if they are to interpret Socialist Realism, Russian nationalism or the most recent writing on the quality of life in modern Soviet societies.

WORKSHOPS

Together the lectures and the discussions they generated had important consequences for the later workshop sessions. In developing course work units, participants stressed the need to avoid huge generalisations about life and work in Eastern Europe; instead they proposed either themes such as "the peasant" by which connections and comparisons could be made across various states, or sample studies, such as a Bulgarian girl's life at school and work, or the study of a particular family living in Leipzig; only after these detailed studies, it was argued, could the learner be expected to consider or appreciate the influence of the wider contextual setting.

The materials gathered at the Unit library for teachers' use included books, magazines, maps, charts, posters, photographs, films, filmstrips and slides. In general these resources were deliberately limited to what was readily available to teachers in this country; and the varying sizes of the national collections showed great differences in how states represented themselves in both English and other languages. These resources were supplemented by the Unit's existing collection and by a book display kindly loaned by Macmillan for the occasion.

The resources were grouped under states and then catalogued under topic headings so that Eastern Europe could be explored both by country and thematically. Each workshop group had access to a resource consultant and also the opportunity to discuss the availability and quality of the resources with Mrs. Heather Nicholas and Miss Ann Furey, who had been responsible for much of the Unit's collection and its classification.

A detailed account of the objectives and results of the Workshop session is to be found in Part II of this report and the arrangement of the Unit's resources in Appendix C.

THE PLENARY SESSION

The workshop groups reported back on their proposals and these generated much discussion. This final session revealed the value of the lecture input, and of small group work. But on the other hand it also showed that too many outcomes had been expected from this short conference; that teachers had been able only to sample the resource collection, and had insufficient time to explore the role of languages in their course proposals. But what is worth identifying are the areas of agreement and disagreement which were exposed by the discussion.

There was a fair agreement on the following ideas in course design-

- (a) of starting from the learner's experience and knowledge. Teachers stressed that it was their task to ascertain these levels prior to launching a course on Eastern Europe. Suggested jumping-off points were rising prices, industrialisation, school and home life, knowledge of a language, of history and of geography, and of holidays and travel as experienced either directly or vicariously by the learner.
- (b) of integrating the knowledge and experience of teachers and learners. The notion of "interconnectedness" was expressed repeatedly through references to Western European Studies.

A topic approach, argued one C.S.E. group, should touch "four corners of Europe" using a Western, Eastern Mediterranean and Scandinavian country as points of reference. Other connections were with World and Local studies; through relating disciplines convergently viz. by means of a thematic approach; or divergently viz. by utilising a theme as a means of moving out to disciplinary forms of knowledge;

- (c) of developing certain skills, interests, powers of judgment and discrimination in the learner. Research techniques, communications skills, self and group motivation, modification of attitudes and preconceptions were all seen as necessary objectives. It was unreal to try to "teach" concepts, such as "Socialism" or

"Communism". The learner needed the opportunity to study certain aspects of life in Eastern Europe. In this way the teacher would assist the learner to build his own concepts;

- (d) of recognising the importance of a particular school's locality, structure, ethos and resources (e.g. teachers, equipment etc.). Blueprints were not desirable or possible in course design, as each is a response to a special set of educational circumstances.
- (e) of acknowledging that new areas and methods of study are expensive in terms of (i) teacher time, viz. course planning, resource collection, evaluation and processing, the structuring of a whole range of worksheets, commentaries, etc. in order to present materials in appropriate developmental styles; (ii) special funding for the purchase of resources, book and non-book material and sufficient visual aids. The support of Teachers Centres, of the School Head in arranging time for course development and of a team of teachers "in a tight situation inside one school who are preparing a course together" were positive proposals.

Among areas of disagreement touched upon, although not developed, the following were unresolved:

- (a) the meaning and place of a "topic" approach. Should it supplant, be prior to, following or parallel with studies of separate disciplines? If the topic's connections with distinct forms of knowledge were not made explicit, would it - in the words of one critic - degenerate into "a pot pourri of trivia, in order to placate some sort of half-baked idea of what these (C.S.E) children appreciate and enjoy?" Against the plea that to teach disciplines only after a topic approach was like "putting currants in the cake after you have cooked it" was the counter argument that children "often lack the vocabulary necessary for a disciplinary approach."
- (b) the place of "general sweeps" of information. Teachers, while aware of the dangers of presenting children with generalisations beyond their understanding, nevertheless were divided about how and when to relate the particular and the concrete to the general and the abstract. The "logical" structure of a subject, it was argued, may be psychologically inappropriate for the learner, who in some cases, it was argued "won't be able to take a neat, tidy, academic approach."
- (c) the question of what learning experiences are appropriate aroused considerable debate; opinions about the influence of external examinations, of mixed ability groupings and of individual differences were exchanged. What children "want" or "need" to learn and for what purpose, led the discussion into the realm of the vocational/social purposes of education;
- (d) there was no agreement on the simple idea of the teacher as "a guide and consultant". Some participants argued the teacher had purposes which the child could not be expected to understand. Others believed that the teacher's role must be to provide the dynamism and that it was upon his/her enthusiasm and preparation that the success of a course ultimately depended.

CONCLUSIONS

What had been gained from this Conference? In the first place, a few examples of participants' opinions give some indications.

Of the chief values of the plenary session, they reported:-

"Summing up of achievements was professional and well done. Ideas could well be taken up by publishers."

"Enabled everyone to get a broader picture of what everyone else was doing, and it stimulated further thinking and some discussion."

"(i) Display work of other groups, (ii) provided some new ideas/alternative approaches."

"I found the information on Eastern Europe very useful, and also the knowledge of what resources are available and where to find them. In addition it was helpful to exchange views and information about what a course on European Studies should involve."

General comments on the Conference as a whole included:-

"A longer course (1 week) would be better where material could actually be produced in the form of a course unit on one theme, using University resources, typing, ... Also someone ought to be invited who can simply talk for a couple of hours about various useful books at appropriate levels - someone who has used them in class."

"A very useful Conference as far as it went. Personally I would like to see a whole week at least spent on the next one, with some preliminary work done beforehand, e.g. prepared outlines/courses, etc...."

In the second place, we as teachers had put ourselves in the learning/discovery situation and were made aware of its possibilities and pitfalls; some of us had our preconceptions about Eastern Europe destroyed; group sessions exposed a great range of teacher and learner expectations. We had the opportunity to look at a new range of materials which taxed our own teaching strategies and inventiveness, and obliged us to think afresh not only about the relevance of these materials to European Studies, but also of the relevance of European Studies to the curriculum. Some of us discovered that an apparently finite task of designing a unit of course work has disturbingly wide implications!

What was of particular interest to the Schools Information Unit was how many teachers of European Studies expressed at the Conference, and subsequently, feelings of isolation and the need for more conferences at the Centre. Sussex, asserted one teacher, seemed the only reference point offering opportunities to develop European Studies in the secondary school. There was a need for more regional conferences at Teachers' Centres and supported by L.E.A.s; there was a great shortage of information about courses, resources and syllabus design to enable teachers to see some sort of national picture of European Studies.

The only reply to these views is that the Schools Information Unit of the Centre well knows these needs and attempts to provide for them through its wide range of services to members, its publications and conferences. But at present our funds are insufficient to allow us to do more.

It is to be hoped that the new L.E.A.s will offer some additional support to enable us to expand the services which we offer to their teachers, and that the publication of this Report will display the problems and the possibilities of European Studies in the secondary school.

Finally, I wish to thank all those who contributed to this conference; the participants who worked so hard and their group representatives who submitted reports; the Director of the Centre; the Education Area of the University; the lecturers and resource consultants who freely gave their services to us; those Embassies and organisations which provided many of the materials; and the staff of the Schools Information Unit who conceived and sustained the whole enterprise.

Frances Lawrence.

II. THE WORKSHOPS

OBJECTIVES

Each participant was given a copy of Proposed Objectives for Workshops. This was a brief guide on how teachers might work together in the limited time available.

1. To experiment with integrated course design.
2. To design a course framework for a particular age group.
3. To develop one or more units for this course from the resources collected by the Schools Information Unit (books, pamphlets, leaflets, posters, cuttings, slides, visual aids, etc.). This unit could consist of:
 - (a) Data for teachers' use. (Notes, bibliographies, sources, etc. Guidance on structuring of this material).
 - (b) Prepared teaching materials, e.g.
 - Work Sheets
 - Questions
 - Activities (research, discussion, drama, map making, art, etc.)
 - Script for filmstrip or slides, etc. etc.
 - (c) Suggestions as to how language(s) could be integrated into this unit.
4. To report back results to the plenary session.

Quite deliberately, no general educational aims were referred to in these objectives. The reasons for this apparent omission were that (a) extended philosophic discussions, though desirable, could well have consumed the short time available for the utilisation of the resources. (b) it was anticipated that questions about aims would in any case provide the permanent background to all our activities. It is true that certain aims seem to have been assumed in the Proposed Objectives - e.g. the desirability of extending our knowledge of Eastern Europe, of team planning, of some subject integration and of activity methods of learning. But in explanation, the Schools Information Unit, through its national contacts with teachers of European Studies, is aware that such aims if not established, are increasingly accepted; and that curriculum innovation in the end depends upon the aims of the teacher and the learner. These are the principles which we hoped would activate the workshop sessions.

Before participants broke up into self-selected groups, Mr Keith Gordon and Mr John Robards gave a short illustrated introduction on The Processing and Organisation of Resource Materials. (For a full account see "Resources and Resource collection" Curriculum Development Series No. 2 CCES). They explained how a miscellaneous collection of items will eventually require storage and processing for uniformity, flexibility of use and protection. Standardisation onto A4 card, which could be protected by clear plastic envelopes, was suggested for all printed materials including "chopped up" books. Cassettes are to be preferred to open reels for their price, compactness and usefulness for small group work; suggestions about the storage of slides, filmstrip etc. were also made for the purpose of easy retrieval by pupils and maximum teacher effectiveness.

RESULTS Some examples of Courses and Units.

No. 1.

SIXTH FORM

East European Studies: a course framework and specimen units for the 6th form.

Introductory notes for the teachers

It is assumed that a certain amount of work has already been done in the field of West European Studies, and that the student is at least aware of the main issues facing these societies. The course could be used for non-examination work over a period of two years at the rate of two periods per week, plus a certain amount of individual student reading, preparation etc. The time devoted to the course, the method and the materials used can obviously be varied to suit the individual teacher or group. In fact it would obviously be important constantly to supplement or replace materials from more up-to-date sources.

General principles:

- to involve as many staff/specialists as possible;
- to take as a starting point the student's own experience (where possible);
- to effect a comparison between Britain, Western Europe on the one hand and Eastern Europe on the other;
- to arouse sympathy and understanding for foreign cultures;
- to develop the ability to find information, process it critically and present it objectively and coherently.

Foreign languages

Some knowledge of at least one of the languages of the area studied is considered to be a very important asset, as it gives some possibility of making personal contacts, and greatly extends the range of materials of all types for study purposes. Many magazines, and some literature, are however available in both English and the foreign language, thus allowing some flexibility on this point.

Course framework

Introductory lectures/discussions on geographical, historical, political and economic aspects of Eastern Europe, with special reference to selected states. (2 weeks).

Topics e.g.

- (a) Town and Country
- (b) Work
- (c) Education
- (d) Leisure
- (e) Political Institutions etc.....

- Note:
1. the interdependence of many of these topics;
 2. political and economic theories should emerge from the study of the various topics (a - d), and thus topic(e) is largely a summing up in a more explicit fashion of the philosophies underlying the phenomena already studied.

Specimen unit

"The Peasant" (Part of Topic [a] Town and Country).

Period 1. - a discussion by students "What is a peasant?"

Note: personal experience in this subject probably limited, perhaps some acquaintance with the way of life of peasants in Ireland, France.

Follow up work: read "Past-peasants, pre-citizens". R. Kaiser and B. Morgan.
The Guardian 12.1.73.

Period 2: comments, discussion of this article.

photos, slides, book illustrations to expand the subject
(see list of teacher's material)

a study of particular aspects of the peasant and his life,
in the form of short projects prepared by individuals or
sub-groups, with discussion of progress with teacher and group.

Possible subject areas:

- peasant culture (folk stories, songs, costumes, architecture)
- peasant customs beliefs, religion
- everyday life of the peasant in historical perspective

Period 3.

Final presentation of study projects to group, with discussion

Teacher's material - selected items (limited to items available at CCES)

Note: The teacher must decide which of the material is to be distributed (in original or copy), lent, or used only in class under supervision.

Books

1. The Peasants of Central Russia
S.P.Dunn and E. Dunn: Holt, Rinehart and Winston translated 1967
2. The Village of Viriatina
Sula Bonet: Anchor Books 1970
3. Class Society in Soviet Russia
M. Matthews: Alan Lane, Penguin, 1972
4. Background to Eastern Europe
F.B.Singleton: Pergamon, 1965 (p59-, p119-21).
5. Poland, Phoenix in the East
W. Woods: Pelican, 1972 (ch. 10).
6. Projects realised in Hungary
E. Nagg: Pannonia Press 1965, (ch. on Peasants' Cooperative)

Magazines, newspapers (available on annual subscription from Collets)

1. "Shutnik" (in Russian and English)
2. "Romania today"
3. "Project"(Poland) etc.

Filmstrips, photos etc. (available on loan to members of Society for Cultural Relations with USSR (for Soviet materials) or from Embassies).

1. 3 sets of photographs of Soviet village, collective farms (SCR)
2. Filmstrip: Shushensky Village 1897 today (SCR).

No 2.4th/5th YEAR COURSE

A one-year non-examined course for 4/5th years. A topic-based approach across several countries.

In the time available, the following items were produced by this group. They are obviously incomplete, but hopefully lay a foundation for a more substantial and integrated sequence of units.

- A. Objectives
 B. Inputs: a series of teaching units, divisible into as many lessons as appropriate in the individual teaching situation.

Topic: Women in SocietyA. Objectives

- (i) We envisage the topic "Women in Society" as one segment within an integrated course dealing with Eastern Europe. There should therefore be points where the material interlocks with other topics, which widen the base of general understanding and comprehension.
- (ii) The work dealing with Eastern Europe (topic-based), relating to the real world. This would enable the pupil to build concepts in a more familiar environment which may then be applied to rather different socio-economic contexts.
- (iii) This particular topic aims to introduce the pupil to the role played by the State in the everyday life of the individual.

B. Suggested inputs as a basis for class/pupil/teacher/activity.

The selection of countries for individual case studies is rather arbitrary, the outcome of the workshop/individual situation in an unfamiliar resources base.

Unit one: Stage one in the life cycle of a woman in a socialist society - the setting is Bulgaria.

Extracts used from BLAGA, Dimitrova: Journey to Oneself. Relates the experiences of a young girl who leaves home and goes to work on a steel erecting site. She, as the daughter of a Royalist Officer, aims to become a true socialist.

Development of theme: growing up in Bulgaria
 reasons for giving up her studies
 the aims of a young woman
 simple geographical setting

Detail of Alternative Topic Content: Women in Bulgaria

1. Pamphlet - Tourist brochure advertising Sluncher Bryag -
 Mount pictures from Tourist brochures on card showing:

- (a) woman selling in tourist shop
 (b) teenagers outside tower block
 (c) Bulgarian pop singer

Plus questions on same card viz.

Do most women in Bulgaria look like this? If not, what do they look like?

Why have these pictures been chosen? Are they typical of women in Bulgaria?

2. Vital Statistics:

Make overhead transparency showing the following statistics

Live births	17.8	15.3	15.4
Deaths	8.1	8.1	9.8
Not.increase	9.7	7.2	5.6
Infant mortality	45.1	30.8	26.1

Question sheet:

Questions on declining birth rate
 increasing death rate
 decline in infant mortality

Discussion on higher living standards, contraception, women working, etc..

3. Women in Agriculture -

Booklet "Prosperity and culture" in Bulgaria. Portrait by H. Stanchev of woman worker 'On the field'.
 Make word card to use in conjunction with tourist brochure.
 Another image of women in Bulgaria.

Questions on work card - Is it recent? What is conveyed to you by it? How does artist see this woman? What does it tell you of a woman's role in Bulgarian countryside?

4. Towns and Women

Leaflet "Museum, Towns and Villages"
 Obtain, say, 20 copies of leaflet. It can be used for brief introduction.
 Origin of Bozhentsi - named after a Boyar's widow who fled there in 1393 from Ottoman invasion.

Discussion points: Towns named after people-Petrograd, Leningrad, Are there any in this country? Why not? (Similarly few streets named in England for individuals). Are any towns named after women? If not, why not?
 Influence on Bulgaria (and on role of women) of Ottoman invasion.

5. Social Policies and Women :

Programme of Bulgarian Communist Party, 1971.

Quote pp52 - 53. Simplify, duplicate and use for discussion on:
 a) Socialist ideals in respect of women and the family
 b) only partial achievement of these ideals

Directives: 10th Congress of Bulgarian Communist Party (for 1971-1975)

Duplicate para p.45 for discussion on ways in which women's dual roles (housewife/worker) can be made easier. Does Bulgaria seem to have anything we don't have? Why do we see housework as feminine. Why not shared work?

T. Zhivkov on the Decisions of the 10th Congress

Simplify and duplicate information on p.36 on maternity leave.

Discussions: Comparisons with what happens here. Are provisions more or less generous in Bulgaria? If more - why? Should the State be obliged in U.K. to make the kind of detailed provisions for women workers as in Eastern Europe?

"Bulgaria : a Survey"

Duplicate p.83 for discussion of paragraph on public canteens.
 What are they intended for?
 How do they affect family life?
 Would you/your mother like to be able to use them as
 an alternative to cooking and eating at home?

General Comments.

The Workshop group has had to rely too much on official handouts and statistics. Shortage of attractively illustrated material. But picture can be gained, at least, of what a socialist country intends for its women workers; how it attempts to help them combine dual vital roles of mothers and workers; and useful and instructive comparisons can be made with the U.K. where the State plays a much less supportive role.

Unit Two: Stage two in the life cycle includes marriage and the care of young children. The setting for this work is the USSR.

Development of theme: Marriage in socialist society (ceremony etc.)
 Care of young children with mother working.
 Forms of state provision.
 Holidays etc.

The content deepens, to discuss the more direct forms of state intervention in daily life and the importance of women in the work force.

Resources to illustrate the theme, include material duplicated or in slide form from: Miller, J. : Life in Russia Today;
 Tomiak, J.J. : The Soviet Union, etc. Films, magazines.

Unit Three: Consolidation period to bring together the material in a comparative context, relating the work to similar situations in Western Europe and the local area.

Development of theme: Provision of creche, kindergartens, child care. The role of the grandmother in family life.

This is as far as the workshop group went. Other themes which were raised in discussion, and which would presumably form additional units to this theme include: the role of women in the economy (Poland, G.D.R.). Where do they live? Study of a neighbourhood complex. Life in the countryside. The peasant. The five o'clock farmer. Training for jobs, etc. These, and other topics would provide valuable comparison with Western Europe, forming new consolidation units.

No. 3.

C.S.E. MODE 3Topic: "The Development of Industry in Russia"Introduction.

The course has been designed to meet the Mode 3 C.S.E. requirements of a group of pupils of all levels of intellectual attainment including those taking G.C.E. examinations in other subjects.

The course attempts to approach the study of Europe in an interdisciplinary way, i.e. by bringing to bear on the subject the relevant skills and concepts of the separate disciplines and fields of study, e.g. Geography, History, Language, Religion and Sociology. In this way it is hoped to achieve an intellectually honest appraisal of the various topics and problems, whilst at the same time achieving a high level of interest by dealing with matters of contemporary importance. This approach would give the child guidance, information, an opportunity to test his skills and find out things for himself.

The topic chosen is intended to offer leads into the study of related topics in the form of project work by individuals. This would enable studies to operate at a personal level and give an insight into the influence of rapid technological progress on the lives of families or individuals, or, for the technically minded child, the chance to study the growth of one industry in greater depth.

The course assumes an input in previous years of the skills, techniques and modes of enquiry of the relevant disciplines and fields of study. It also assumes that teachers trained in one or more of these disciplines will be happier working broadly within them and will in consequence be able to produce the most interesting work and best level of guidance within these broad confines.

Specimen Unit

- (a) Teacher Input - Introductory lesson, using the following prepared material:

Maps of industrial location prepared as overhead transparencies from maps obtained from the Russian Embassy. (These maps are needed to formulate an understanding of the simpler factors governing industrial location and are not intended as memory tests. They will also help to locate sites referred to in the later photo-transparencies.)

Slide transparencies produced from the Russian Embassy photographs on Industry in Russia. A suitable commentary would be prepared from information included with the following. (The following list gives the catalogue number and the order of showing of each photograph.)

3. Lenin and the Revolutionary Council.
2. Russia's first power station.
4. Building a dam for hydro-electric power generation.
5. An atomic power station.
6. Magnitogorsk, the iron and steel industry.
30. Heavy industry, the inside of a factory.
28. A textile factory
39. The aircraft industry. The Russian supersonic passenger aircraft TU 144.

- 35. Radio physics laboratory
- 38. Radio telescope.
- 36. Nuclear city. Novosibirsk.
- 37. Russian satellite.

(b) Pupil activity - Copies of one or more of the above photos are distributed to the group for more detailed study to exercise their powers of observation, analysis and deduction. The photographs would be accompanied by question sheets, the following being an extract from the question sheet for photo number 4. - Building a dam for hydro-electric power generation.

1. Describe the type of plant growth to be found in this area.
2. What does the photo tell you about the climate of the area? What season of the year was the photo taken?
3. What is being built in the photo and what will it be used for?
4. What is the purpose of the pipes in the middle of the photo? Why have they been concreted in?
5. What purpose does the long building serve at the bottom of the construction?
6. Estimate the size of the structure being built. (The lorries in the photo are about 10ft. high and 30ft. long.)

The exercise would then be followed by the personal project work already mentioned.

This unit should not be considered in isolation, but as part of a comparative study with a Western European industrial nation. A theme running through the comparison could be the rapid change in Russia through political determination from a peasant economy to an industrial/technological society in the last 50 years, whilst west European industrial societies such as Britain have evolved more slowly under a capitalist system.

It must be emphasised that this course, and course unit, was NOT designed expressly for the less able groups.

Introductory notes

We decided from the beginning that any approach to a study of Eastern Europe at C.S.E. level must necessarily start from the particular rather than the general. We thought that the best way to kill off any incipient interest would be to begin with a historical and/or geographical survey of the whole of Eastern Europe. We felt too that the difference between Eastern European societies - we were thinking of the effect of political changes since 1945 on the everyday existence of the inhabitants - are insubstantial. There was however some difference of opinion as to whether the study in some depth of one Eastern European society would be sufficient. Nevertheless, we did decide to plan a unit which would serve as a model for the study of any Eastern European country.

We also gave some thought to the presentation of our unit. To hand out banda worksheets in conjunction with either library books and/or propoganda material just will not do. We decided that our presentation must be largely visual, colourful where possible, and that the level of language must be exactly right.

Specimen Unit. "Life in East Germany".

- (a) Booklet - A4 size, 16 - 20 pages with considerable use of duplicated visuals. The visuals would serve two purposes:
- (i) They would "lead out" to the more detailed topic work to follow.
 - (ii) They would break up the print (to present average to below average pupils with a whole page of close print is to encourage apathy, if not court disaster). - We did not regard this as essential for any European Studies unit; we did consider it essential for average C.S.E. candidates. The booklet will contain five interviews with the members of a Leipzig family. Of the three children, one will be 10 years old, another 14, and the third 17. The latter will be an apprentice. Father will work at Lokomotive Leipzig (heavy industry - football team well known in England); mother will work at the Centrum, a large state-controlled department store. In the interviews the family will talk about school, work, leisure and holiday, trade unions, facilities for the working Mum etc. and about each other! All pupils will work through the booklet, their task being to write down first impressions of difference. Ideally, the booklet would be accompanied by carefully integrated slides and perhaps even taped interviews. This, however, is likely to be beyond the resources of an individual school.
- (b) Large Folders - mounted on coloured card, again using as much relevant visual material as is available.

The function of these folders will be to give factual information about the following aspects of the G.D.R.:

School - Work - Social Facilities - Sport - Leisure - Transport - Shopping - Leipzig - East Berlin - Role of the Social Unity Party - Industry and Agriculture.

Having worked through the booklet, pupils will then tackle the folders in any order. Some pupils will finish all the folders, others only a few. Tasks in the folders will be mainly comparative.

Such a unit, well prepared, could provide two months work for pupils. We felt that this sample study could well be followed by an attempt to put Eastern Europe into a historical perspective, i.e. Unit on Russian Revolution (incl. civil war - purges and terror - the war). Unit on the critical years 1944-1949, pinpointing Poland (resistance - Warsaw Uprising - Communist government) and Yugoslavia (partisans - Tito - break with Moscow). This unit could include a brief geographical survey of Eastern Europe. Unit on crises since 1949 - East Germany 1953, Hungary 1956, Czechoslovakia 1968, Poland 1971.

No. 5.MIDDLE SCHOOL COURSE

To show the life of people in a different part of the world and how their contrasting life style is (as is ours) a response to the particular circumstances in which they find themselves.

To follow and relate to earlier studies of pupils' local environment and Western Europe (and to involve less time than both of these).

Methods of teaching - interdisciplinary, comparative, moving from known to unknown. Teacher's task is to simplify and structure materials according to a carefully devised plan; no randomness but built-in variety.

Methods of learning - discovery; importance of motivation by prospect of "twinning", of a trip, pen friends; use of a variety of stimuli; some language learning through national songs, place names, greetings etc.

Duration of Course - 2 hours a week for half a term.

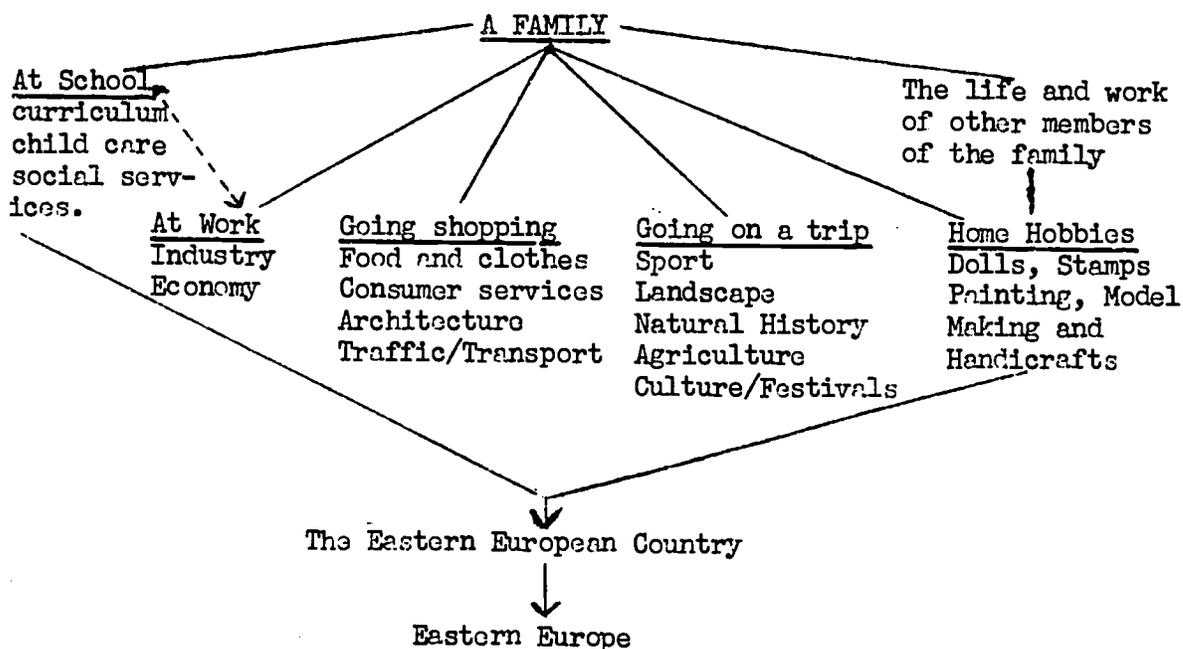
Introduction to Course.

"Stereotypes" How we see Eastern Europeans) Travel brochures,
) Cartoons, in newspapers
 How Eastern European see us) etc. Simple text books
 in translation.

The real "Them" (Use of slides and other visual materials to show differences and similarities in life, work and customs. ITV film "Neighbours", "Family Life".

Specimen Unit. "A Family".

Focussing down on a particular family in an Eastern European State in an area/settlement similar to that of the pupil's own locality. This then to be used as a case study and a starting point for looking at (a) the particular state, (b) Eastern Europe. This sample study to utilise visual materials, taped songs, national dance, translations from fairy stories, literature; "Young Pioneer"; collections of coins, stamps, flags, dolls, the children's descriptions of family and school life in pictures and words.



APPENDIX ALIST OF PARTICIPANTS

Mr. M.W. Balgobin.	Friern Comprehensive School, (I.L.E.A.)
Mr. J.L. Barbanneau.	Falmer High School, Brighton.
Mr. C. Bearn.	School of European Studies, University of Sussex.
Mr. F.J. Bungay.	Dept. Of Librarianship. The Polytechnic, Brighton.
Mr. D.J. Burrell.	School of Education, University of Sussex.
Mr. F.V. Clark.	Ifield Comprehensive School, Crawley.
Mrs. J. Counsell.	Fareham Grammar School for Girls.
Mrs. E. Daffern.	S.I.U., Centre for Contemporary European Studies, University of Sussex.
Mr. D.G. Dyer.	Tideway School, Newhaven.
Mr. T. Ferris.	Somervale Comprehensive School, Bath.
Mr. J.M.U. Finney.	Weston Flavell Upper School, Northampton.
Miss V. Freeman.	Sheffield City College of Education.
Miss A. Furey.	Centre for Contemporary European Studies, University of Sussex.
Mr. K. Gordon.	Teachers' Centre, West Oxfordshire.
Mr. D.K. Green.	Cantril High School, Liverpool.
Mr. P.C. Greenwood.	Middlesborough High School.
Miss J. Hall.	Dept. of European Studies, The Polytechnic, Brighton.
Mr. M. Hickman.	Dorothy Stringer County Secondary School, Brighton.
Mr. R.S. Hunt.	Peel Moat Secondary School, Stockport.
Mr. C. Joy.	S.I.U., Centre for Contemporary European Studies, University of Sussex.
Mrs. F. Lawrence.	S.I.U., Centre for Contemporary European Studies, University of Sussex.
Mrs. G. Lasman.	Wembley High School.
Mr. I. McLean.	Holmes McDougall Ltd.(Publishers), Edinburgh.
Mr. G. Montgomery.	Dorothy Stringer County Secondary School, Brighton.
Miss C. Morrice.	University of York.
Mrs. H. Nicholas.	S.I.U., Centre for Contemporary European Studies, University of Sussex.
Mr. A.P.R. Noble.	Bishop Wand C. of E. Secondary School, Sunbury.
Mr. C. Nowakowski.	Polish Cultural Institute.
Mr. C. Ransom.	Centre for Contemporary European Studies, University of Sussex.
Mr. J. Rebarnds.	Teachers' Centre, Henley-on-Thames.
Mr. K. Rose.	Mary Glasgow Publications, London.
Mr. B. Stimpson	Queen Elizabeth Boys' School, Barnet.
Mr. D.J. Sudlow.	Hereford College of Education.
Mr. J.R. Thorne.	Hayling Island County Secondary School.
Mr. R. Thorp.	Hanson Upper School, Bradford.
Miss. R. Waddingham.	S.I.U., Centre for Contemporary European Studies, University of Sussex.
Mrs. A.E. Warner.	The University of Hull.
Mr. B. Warner	Acklam High School, Middlesborough.
Mr. B. Williams.	School of European Studies, University of Sussex.

APPENDIX BPROGRAMMEMonday, April 8th

- 2.00 - 3.00 Arrival and Registration
- 3.30 - 5.00 Lecture and Discussion:
The Historical Geography of Eastern Europe.
 Beryl Williams, Lecturer in the School of European
 Studies, University of Sussex.
- 7.30 Dinner
- 8.30 - 9.45 Lecture and Discussion:
Socialist Societies Today.
 Charles Ransom, Director of the Centre for
 Contemporary European Studies, University of Sussex.

Tuesday, April 9th

- 8.30 Breakfast
- 9.30 - 11.00 Lecture and Discussion:
East Germany: Life Today
 Jane Hall, Lecturer in the Department of European
 Studies, Brighton Polytechnic.
- 11.00 - 11.30 Coffee
- 11.30 - 1.00 Lecture and Discussion:
Poland: Life Today.
 Ann Furey (engaged on research into Poland at the
 Centre for Contemporary European Studies, University
 of Sussex.)
- 1.15 Lunch
- 2.15 - 3.45 Workshop Sessions:
General Introduction by
 Keith Gordon, Leader, Teachers' Centre, West Oxon, and
 John Robards, Leader, Teachers' Centre, Henley-on-Thames.
Groups 6th Form / 4th and 5th year Non-Exam Course /
 C.S.E. Mode 3 (two groups) / Middle School.
- 3.45 Tea
- 4.00 - 6.00 Workshop Sessions: continued
- 7.30 Dinner
- 8.30 - 9.45 Lecture and Discussion:
The Position of the Writer in the Soviet Union.
 Colin Bearne, Lecturer in the School of European Studies,
 University of Sussex.

Wednesday, April 10th

8.30 Breakfast

9.30 - 11.00 Workshop Sessions: Continued

11.00 Coffee

11.30-1.00 Plenary Session:
 Workshop Reports, Discussions and Conclusions.

1.15 - 1.30 Lunch

 Close of Course.

THE ARRANGEMENT OF THE RESOURCES

1. Materials were grouped under states, viz. -

Bulgaria	Poland
Czechoslovakia	Rumania
G.D.R.	U.S.S.R.
Hungary	Yugoslavia

2. Each group of national material was catalogued under themes, viz. -

Agriculture	Languages
Arts	Politics
Cultural background	Science/Technology
Economy/Trade/Transport	Social Services
Education	Sport
General Information	Women
Industry	Youth/Home life
Landscape	

This Resource Collection may be consulted at the Library of
The Schools Information Unit, University of Sussex.

APPENDIX D.READING LISTS1. Articles Sent in advance to Participants

- "East Germany takes off." Jonathan Steele. Guardian 9.11.72
 "Czechoslovakia. More stress on nurseries - and politics."
 Brian MacArthur. T.E.S. 27.4.73.
 "Changing the face of Polish Communism." Richard Davy. T.E.S. 25.5.71.
 "Poles offered better and cheaper food." Jonathan Steele. Guardian
 23.10.73.
 "Poland. Report proposes major restructuring". T.E.S. 9.2.73.
 "Tito's harvest moan." Jonathan Steele. Guardian. 1.9.73.
 "Bulgaria - ... not forgetting the workers." Jonathan Steele.
Guardian. 10.9.73.
 "Inside Russia." Renee Short, M.P. Guardian. 10.10.72.
 "Soviet Union. Census shows how Jews and Georgians fare better."
 George Schöpflin. T.E.S. 21.9.73.
 "Post-peasants, pre-citizens." Robert Kaiser and Dan Morgan. Guardian
 12.1.73.
 "Cultural Curtains." Robert Kaiser and Dan Morgan. Guardian. 9.1.73.

2. Titles recommended for preliminary reading.

Singleton F.	Background to Eastern Europe	Pergamon	1965
Schwarze H.	The GDR Today	Wolf	1973
Woods W.	Poland: Phoenix in the East	Penguin	1972 (1969)
Werth A.	Russia: Hopes and Fears	Penguin	1969

3. Titles for further study or reference:General:

Brown J.F.	The New Eastern Europe	Pall Mall	1966
Ionescu G.	The Politics of the Communist States	Weidenfeld	1967
Kaser M. & Zielinski	Planning in East Europe	Bodley Head	1970
London K.	Eastern Europe in Transition	John Hopkins	1967
McCartney C and Palmer W.	Independent Eastern Europe	Macmillan	1962
Neuburg P.	The Hero's Children	Constable	1972
Palmer A.	The Lands Between	Weidenfeld	1970
Pethybridge R.	The Development of the Communist Bloc	Heath	1965
Schöpflin G.	The Soviet Union and Eastern Europe	Anthony Blond	1970
Steele J.	Eastern Europe since Stalin	David and Charles	(in preparation)
Wilson M.	Passion to Know	Weidenfeld	1972

Bulgaria:

Dimitrova B.	Journey to Oneself	Cassell	1969
Todorov N. et al.	Bulgaria: Historical and Geographical Outline	Sofia Press	1968

Czechoslovakia:

Zeman Z. Prague Spring Penguin 1969

East Germany:

Arndt H. Introducing the GDR Verlay Zeit
im Bild 1973
Eirnbaum K. East and West Germany: A Modus
Vivendi Saxon House/
Heath 1973
Childs D. East Germany Benn 1969
Holm H. The Other Germans Allen Lane 1970
Moore-Rivoliuceri M. Education in East Germany
David and
Charles 1973
Radcliffe S. Twenty-Five Years On Harrap 1972

Hungary:

Halasz Z. Cultural Life in Hungary Pannonia 1966
Halasz Z. Hungary Corvina 1966
Ignotus P. Hungary Benn 1972
Nagy E. Projects realised in Hungary Pannonia 1965
Pryce-Jones D. The Hungarian Revolution Benn 1969

Poland:

Benes V. & Pounds N. Poland Benn 1970
Bethell N. Gomulka: His Poland and his
Communism Penguin 1969
Hiscocks. Poland: Bridge for the Abyss Oxford 1963
Szezepanski J. Polish Society Fandom House 1970

Romania

Hale J. Ceausescu's Romania Harrap 1970

Soviet Union

Brown D. (ed.) The Role and Status of Women
in the Soviet Union Press 1968
Feifer G. Russia Close-up Cape 1973
James C.V. Soviet Socialist Realism:
Origins and Theory Macmillan 1973
James C.V. (transl.) Socialist Realism in Literature
and Art Progress,
Moscow 1971
Kochan L. Making of Modern Russia Penguin 1963
Koutaissoff E. The Soviet Union Benn 1970
Lenin On Literature and Art Progress,
Moscow 1970
Miller, J. Life in Russia Today Batsford 1969
Schneidman W. Literature and Ideology in
Soviet Education Heath 1973
Taaffe R. &
Kingsbury R. An Atlas of Soviet Affairs Methuen 1965
Tomiak J. Education in the Soviet Union
David &
Charles 1972
Voyce A. Moscow and the Roots of
Russian Culture David & 1972
Charles 1st. pub '64)
Zhdanov On Literature, Music & Philosophy Lawrence &
Wishart 1950

Yugoslavia

Auty P. Yugoslavia Thames & Hudson 1965
Pavlowitch S. Yugoslavia Benn 1971
Clissold S. (ed.) A Short History of Yugoslavia Cambridge 1966

SOURCES OF INFORMATION ON EASTERN EUROPE

BULGARIA

Cultural Attache,
Bulgarian Embassy,
12, Queen's Gate Gardens,
London SW7

Bulgarian National Tourist Office,
126, Regent Street,
London W1.

CZECHOSLOVAKIA

Czechoslovakia Travel Bureau,
45, Oxford Street,
London W1

Cultural Attache,
Czechoslovak Embassy,
30, Kensington Palace Gardens,
London W8.

GERMAN DEMOCRATIC REPUBLIC

G.D.R. Trade Representation,
34, Belgrave Square,
London SW1.

Bridge,
Hon. Sec. L. Feltham.
Linden Cottage,
Eastcote,
High Road, Pinner, Middx.

Berolina Travel Ltd.,
19, Dover Street,
London W1

British German Friendship Society,
102 Berlin,
Thaelmannplatz,
G.D.R.

HUNGARY

Cultural Attache.
Hungarian Embassy,
Press Section,
16, Lowndes Close,
London SW1

British Hungarian Friendship Society,
84a, Claverdon Street,
London SW1

POLAND

Cultural Attache,
Polish Embassy,
47, Portland Place,
London W1.

Polish Cultural Institute,
16, Devonshire Street,
London W1.

Poland cont'd

Polish Travel Office,
313, Regent Street,
London W1.

ROMANIA

Cultural Attache.
Romanian Embassy,
4, Palace Green,
London W8

USSR

Cultural Attache.
USSR Embassy,
13, Kensington Palace Gardens,
London W8.

Society for Cultural Relations with USSR,
320, Brixton Road,
London SW9

British Soviet Friendship Society,
36, St. John's Square,
London EC1

YUGOSLAVIA

Cultural Attache.
Yugoslav Embassy,
25, Kensington Gardens,
London SW7

Yugoslav National Tourist Office,
143, Regent Street,
London W1.

Great Britain/East Europe Centre..
31, Knightsbridge, London SW1X 7NH

(Promotes relations between Great
Britain and Bulgaria, Czechoslovakia,
Hungary, Romania.)

Source of Films:

E.T.U. (Educational & Television Films
Ltd.
2, Doughty Street, London WC1.

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